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pupils for information about employers' liability and workmen's compensation laws. That is to say, the book is an excellent outline to be used by teachers as the basis for a lecture course in civics but it scarcely could serve as a civics text to be studied by high school pupils and used for class recitations.—L. A. W.

HAMILTON, J. G. DEROULHAC, AND HAMILTON, MARY THOMPSON. *THE LIFE OF ROBERT E. LEE FOR BOYS AND GIRLS*. With illustrations. Houghton Mifflin Company. Boston and New York, 1917. Price, \$1.25 net.

Robert E. Lee was not only a great Southerner but a great American, and as such the authors of this little volume have faithfully and well portrayed him. He is made to stand out in bold-relief against a background of American history as the noble and superb national character that he was. The book is well balanced, scholarly, and free from sectionalism and bias. Such a volume could not have been written a generation ago nor even twenty years ago, for only now is the nation as a whole coming to see the great Confederate general in proper perspective and to appreciate his true greatness and worth as a national figure. This story of his career comes at an opportune time, opportune not only because the Nation is at last ready to count him among its heroes but rather because at this crisis in our history such an inspiring story must have telling effect in shaping and fixing in young Americans higher and truer ideals of patriotism, of supreme devotion to duty, and of truth and justice.

This story of his remarkable career is told in a simple and graceful style quite befitting his noble character, and told withal in a manner that will seize the interest and compel the attention of young and old alike. No more admirable juvenile book of biography for young Americans has come to my attention, nor have I ever seen a more readable book on Lee. Any boy or girl will be a better American for having read and re-read this story.—N. W. W.

BRYCE, VISCOUNT. *THE WORTH OF ANCIENT LITERATURE TO THE MODERN WORLD*. Occasional Papers No. 6 of the Publications of the General Education Board. General Education Board, 61 Broadway, New York. Free distribution.

These "Occasional Papers" are coming to be more than their name would signify: they are amounting to a select bibliography on one of the liveliest and most far-reaching school questions of the present day. Educational values, absolute, relative, categorical, hypo-

thetical, scientific, are compelling the attention of experts and laymen with a force not to be gainsaid. Values in subject-matter, values in reorganization, values in training schools and college departments for teachers, values in country schools, make up an interesting list of topics which are interestingly and ably treated in these occasional papers.

Ever since our college days when we found such keen delight in "The American Commonwealth" we have eagerly seized upon what ever has come from the pen of Viscount Bryce (Ambassador Bryce is the name we always remember him by), anticipating a pleasant and profitable hour with this master of the Anglo-Saxon tongue. With keen insight he penetrates to the heart of a question, with rare clearness he sets forth the points to be considered and with driving forcefulness he makes his argument so convincing that one feels compelled to agree with the final clear cut summary and conclusion.

In 20 pages the former ambassador of England to the United States discusses with almost perfect fairness and impartiality the claims of the classics, broadly defined, to a place in our courses of study for children of adolescent years. The paper is divided into two sections, the first dealing in a most general way with the aims, purposes and means of education, the second part stating and discussing briefly four great benefits as he sees them which accrue to mankind through the study of the ancient world as reflected in the literary masterpieces of classical antiquity.

He regrets the crass utilitarian viewpoint so often assumed as education's end and aim. Acknowledging that all languages are poorly taught, and casting out as untrue the argument that only through a study of Latin can one acquire a good English style because there are too many cases to controvert the statement, he begs an impartial weighing of the evidence for and against the study of the ancient languages.

His definition of the aim of education he adapts from Herbert Spencer but enriches the Spencerian definition. "Let us think of education as a preparation for life as a whole, so that it may fit men to draw from life the most it can give for use and for enjoyment." Might he not have added also that the privilege of this sort of an education must be extended to all?

Knowledge he divides into two classes, knowledge of the world of nature, i. e., science; and knowledge of the world of man, i. e., the humanities. The well-educated man is the one who has learnt much in both of these great departments of knowledge. Each of these departments contributes to the other and each has a contribution to make in developing the human intellect.

Education is a lengthening, deepening, and broadening process by which man is enabled to rise above the realm of the brutal and selfish to the clearer atmosphere of the divine and lovely.

Science, however, in order to bring its intensity of stimulation and fullness of pleasures to man must be made the subject of research made possible only by the expenditure of goodly sums and long periods of time and hence can be enjoyed by only a few. Letters and history bestow lavish bounties upon the many with comparative ease and lesser expenditures and are more easily accessible. Again and again the note is struck that the most important part of nature is human nature and that moreover, the most interesting part. Nature has made much possible for man and receives due tribute but what man has done working through and in unison with nature is the most wonderful chapter in the history of civilization and must needs have a place in the educated man's storehouse of knowledge.

By ancient classics he means the whole round of activities in the ancient world and hence by the study of ancient classics is meant not only the words, the forms, the dry bones but the content, the record, the very life and sinew of the ancient world. What place, he asks, can a study of such a subject have in modern education?

First of all he disclaims any attempt to urge that "the study of the ancients should be urged upon all, or even on the bulk of those who remain at school until eighteen, or on most of those who enter a university."

. . . . "Many have not the capacity or the taste to make it worth while for them to devote much time there to Greek and Latin." "For the schools the problem is how to discover among the boys and girls those who have the kind of gift which makes it worth while to take them out of the mass and give them due facilities for pursuing these studies at the higher secondary schools, so that they may proceed thence to the universities and further prosecute them there." . . . "We shall effect a saving if we drop that study of the ancient languages in the case of those, who, after a trial, show no aptitude for them." But also a place must be found for successful pursuance of the ancient tongues by those who find joy and pleasure in them, i. e., for whom the classics set into vibration an inner responsive chord.

Coming directly to the answer to his question, the subject of the paper, he says that from the study of the ancients through their literature we may expect to receive benefits classed under four general heads. I. "Greece and Rome are the well-springs of the in-

tellectual life of all civilized modern peoples." II. "Ancient classical literature is the common possession, and with the exception of the Bible and a very few mediaeval writings, the only common possession, of all civilized peoples." III. "Ancient History is the key to all history, not to political history only, but to the record also of the changing thoughts and beliefs of races and peoples." IV. "The ancient writers set before us a world superficially most unlike our own."

The viewpoint and the argument is refreshingly new and stimulating. Stock arguments and half-baked or antiquated psychology find themselves barred from the discussion. Outcroppings here and there appear of the old conservatism which will not entirely down in any man's thought. A tinge of aristocracy colors the argument in several places but in the main the view is liberal, broad, democratic, at least in spirit if not always in expression. The problem with which the secondary school is confronted in this matter is clearly and concisely stated and a modern twentieth century suggestion for its solution is presented. Best of all, the paper rings true and sincere, it is written from the heart and with the ripened years of life and living adding to the retained fire and imagination of youthful enthusiasm. The paper will mark an epoch in discussions about the place of a study of ancient life in the education of our modern world.—L. A. W.

GREEN, J. C. GRAPHIC LATIN. Published by the Author, Blairstown, N. J.

Latin teachers, who are on the lookout to find ways to enable their pupils to master the essential forms and the main principles of syntax, will find it worth their while to examine a little pamphlet entitled "Graphic Latin," by J. C. Green, of Blairstown, N. J. This pamphlet on four charts presents a concise and yet quite complete outline of the subject. It should prove helpful for ready reference during the term's work, for regular use along with a grammar, and especially for review work. It is not suitable for students of first year Latin, but for students of Caesar and beyond. Inexperienced teachers could use it to guide them in finding out the essentials of the language which they should present to their students.—G. A. H.

"Titus Labienus" is the title of an article, by Prof. F. F. Abbott, of Princeton, in the October number of the *Classical Journal*. It deals in an interesting way with the career of Caesar's famous lieutenant. Latin teachers will find it very readable and well worth assigning as outside reading to the class in Caesar's Gallic War.—G. A. H.